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ABSTRACT

This monograph is one of 12 that address various topics in the area of CETA/education linkages. They were designed to provide those individuals interested in the development and implementation of CETA/education linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs. This monograph discusses how the various CETA and traditional educational programs differ in component design. The various components reviewed include (1) instructional methods; (2) intake and client scheduling; (3) program length and measure of achievement; (4) class organization/management; (5) program design/delivery; and (6) employability/skill training. (CT)

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WHAT MAKES CETA TRAINING PROGRAMS DIFFERENT FROM TRADITIONAL EDUCATION PROGRAMS

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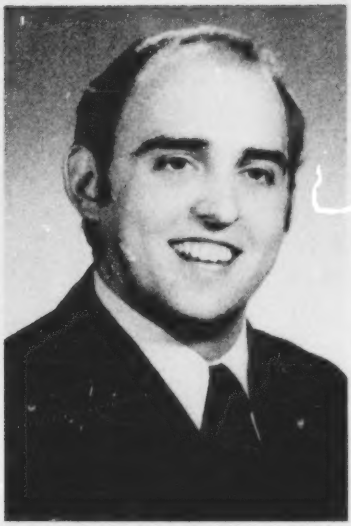
Forward

Since the enactment of the Comprehensive Employment and Training Act (CETA), 1973, there has been a continued need to develop cooperative relationships between (1) local prime sponsors, (2) public and private educational institutions, and (3) community based organizations. While this concern seems to exist for a variety of reasons, it is commonly recognized that poor communication is a major barrier to effective cooperative relationships in Employment and Training (CETA). This problem continues as little information has been disseminated providing ideas or models for the collaboration of efforts in the employment and training field. The provisions of both CETA and the Vocational Education Act of 1976 have noted this problem.

Recently, the Virginia Governor's Employment and Training Council funded a three phase project titled: "Inservice, Technical Assistance, and Information Dissemination Service for CETA/Education Linkages." One phase of this project provided for the development and dissemination of twelve monographs. The monograph series addresses various topics in the area of CETA/Education Linkages. The purpose of the monographs is to provide those individuals interested in the development and implementation of CETA/Education Linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs.



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Upon completion of his graduate degree he accepted a position at Virginia Polytechnic Institute and State University as Project Director for the Vocational Technical Education Consortium of States (V-TECS) for the Commonwealth of Virginia. As project director he was involved in the development of catalogs of Performance Objectives, Criterion-Referenced Measures, and Performance Guides for various trade areas.

He has authored numerous articles and monographs in the areas of competency-based education and instructional techniques. Additionally, he has conducted various workshops for vocational and CETA educators and has served as a private consultant. As a faculty member in the Division of Vocational-Technical Education at Virginia Tech, he currently teaches graduate and undergraduate classes and conducts research in the area of CETA/Education Linkages.

WHAT MAKES CETA TRAINING PROGRAMS DIFFERENT FROM TRADITIONAL EDUCATION PROGRAMS

Introduction

There currently exists a number of different institutions that provide skill training in both the public and private sectors including: proprietary schools, community colleges, technical institutes, secondary vocational schools, and CETA sponsored skill centers. The growth and popularity of these institutions is the result of an increased emphasis placed on the need for highly qualified and skilled workers.

Of these various types of institutions, area vocational schools for in-school youth and CETA sponsored skill centers for out-of-school youth and unemployed adults have the largest programs by enrollment. These two programs are both popular and unfortunately misunderstood. This monograph will review each of these programs and identify those program components that make them unique.

To understand the uniqueness of these skill training programs, it is probably best to understand how the various CETA and traditional education programs differ in component design. The various components reviewed in this monograph include: (1) instructional methods; (2) intake and client scheduling; (3) program length and measure of achievement; (4) class organization/management; (5) program design/delivery; and (6) employability/skill training.

Instructional Methods

Traditional Education Programs

The instructional methods used in traditional education programs are unique for a number of different reasons. Primarily, instructors in these programs teach in very traditional ways as a result of their past experiences, i.e., "teaching is telling."

These instructors view their role as telling students, or identifying for them, all important program components. In this type of instructional method all students, regardless of ability, age, background, and interest receive the same information. There is usually little creativity, and individual characteristics are not considered to be important.

The instructors in traditional education programs usually set the pace for learning by identifying all activities which they feel are appropriate for the student. Students have little input in the selection of materials to be used, the types of activities that will be conducted, and the amount of time spent in each of the content areas. In many instances the instructor chooses this traditional approach primarily because it is the only one with which he/she is familiar. They were probably the product of a traditional educational environment and have a tendency to believe that this is the only type of environment in which learning occurs. With a large number of traditional teachers currently employed in traditional education programs, it is not uncommon to find similar teaching environments being used within a broad geographic area.

In addition to the traditional techniques being used, it is also important to remember that this technique incorporates a homogeneity of learning styles. Homogeneity of learning assumes that all individuals learn in the same manner. Consequently, if a technique is perceived to be effective for one student, it will be equally effective for all other students. This approach is recognized easily, since we probably can remember times in our own education where a technique that proved highly effective for one student proved disastrous for ourselves. While one student may learn a great deal from a lecture technique, this technique might bore other students, and consequently, they fail to attain the level of learning expected.

Another characteristic associated with traditional education is the self-contained classroom. The classroom is organized formally and little, if any, flexibility is permitted. The instructor has total control over all actions and activities that occur within his/her room, and the students are required to perform traditional student roles. Usually classrooms are organized in an identical manner; chairs are put in rows and each student is assigned to a particular chair. The classroom operation and instructor's success revolves around the pre-assigned seating arrangement. A number of different procedures may be used in organizing this type of classroom. Usually those students having poor eyesight or hearing are located near the front of the room so they may hear the instructor's lecture and see blackboard presentations. In some instances the arrangement involves the use of alphabetical seating. Those students having names starting with beginning letters of the alphabet are seated in the front of the class, while those students having names starting with last letters of the alphabet are seated in the back of the class. The shortcomings and pitfalls associated with this type of classroom seating arrangement are obvious. Regardless of these disadvantages, many classroom teachers continue to use this technique. Let us now take a look at a different type of instructional method that can be used and is often found in many CETA type programs.

CETA Programs

Because of the varied social, economic, and cultural backgrounds of the CETA client, it is important that different instructional methods be used. These methods must include a variety of techniques so that all CETA clients are permitted the same opportunity to learn. Experienced CETA instructors know the importance of variety if their programs are to be

successful in addressing individual client needs. Consequently, let's review some different instructional methods that are used by CETA instructors to insure success.

One component utilized in CETA training programs is flexibility of time. Because of the wide level in academic ability found among the CETA clients, time is permitted to fluctuate. By insuring that time is not an added constraint to program success, CETA clients are permitted the opportunity to develop essential employment skills at their own rate. This is a unique difference from traditional education programs where time is an important factor. Instead of having a three-year program in auto mechanics, CETA training programs are designed so that clients can progress at their own rate, thus increasing the chances that they will learn important job competencies. (For additional information on time flexibility, see monograph No. 5 in this series.)

A second characteristic of the CETA instructional method is the use of a variety of resources, texts, and methodologies. This variety is extremely important because of the wide and varied background that each client brings into the program. In some instances, clients within the same program may have many different reading levels. With the variety of reading levels, it is important that the instructor have different textbooks meeting the needs and capabilities of each of the clients.

A third characteristic is the variety of techniques that the CETA instructor uses to ensure that learning occurs uniformally among all clients. This may involve the use of demonstrations, field trips, guest speakers, small group activities, individual activities, or group peer pressure as the primary source of motivation. Regardless of the technique selected it is important for the instructor to remember that homogeneity of learning no longer exists. Rather a heterogeneity of learning-no two clients are the same and will problably not learn in the same way-is needed

to provide all clients with an equal opportunity to learn essential competencies.

To implement this type of instructional method, the instructor must recognize that teaching is not telling. Whereas in traditional education instructors view themselves as being the only possesser of knowledge, it is important that CETA instructors assume the role of becoming a facilitator of knowledge. It is their responsibility to lead the client to various sources and activities that will be effective in learning. This concept is very difficult for many instructors to accept because of their own previous educational experience. Unfortunately, unless instructors recognize that they do not have to tell clients everything that is needed for program success, many hours will be spent conducting boring lectures, that give little, if any, useful information for job success.

The key to CETA's unique approach revolves around the concept of the trainees' selecting their own objectives. Obviously, this does not mean that the trainee mandates to the instructor what it is they feel they need to know about a particular program component. On the contrary, the trainee selects objectives based on their readiness and willingness to perform the essential competencies associated with each of the objectives. The instructor has the responsibility to facilitate learning by providing each trainee with a variety of resources, opportunities, and various activities that will enable them to demonstrate competence. Instead of every trainee doing the same thing at all times, trainees now have the opportunity to develop those skills which they feel they are ready, or best able, to demonstrate. Eventually, every trainee will demonstrate essential trade skills, but not the same skills at the same time.

Intake and Scheduling

Traditional Education

Intake and scheduling has long been an important component to any education program. This process involves bringing in a group of new students, obtaining information, and scheduling them for a series of courses to successfully complete the program. Intake and scheduling in the traditional education sector usually involves groups, and the intake process is developed around the group, regardless of its number. Intake becomes a process whereby all are tested and assessed for placement into a specific program section. Because of the group's large number, the technique involved in the intake process is haphazard at best.

One disadvantage to this approach is the extremely high client/counselor ratio. The counseling workload does not allow for one-to-one basis and eliminates the development of an individualized plan. In traditional education, the individualized plan is not important since the required courses are predetermined in advance. Unfortunately, students not ready for a particular course must still take the course if they are to complete the program and remain in sequence.

Other disadvantages to this type of intake and scheduling approach are rather obvious. First, new students have very little input as to what courses they would like to take and the sequence wanted. Second, because of the large number of students that may be entering the program at any one time, it is impossible for them to have individual contact with a specific counselor. As a result, all scheduling and placement of the students into the program is based primarily on test scores or results. Unfortunately, the student who does poorly on the examinations is placed in a slow section and is forced to complete the program with a stigma attached to them as being a member of the inferior group. These students can suffer from psychological distress and

may find it extremely difficult to convince their instructors that they are better than the test scores indicated. Additionally, should they complete the program they will be competing for jobs with students who were in the higher or more advanced sections. In making recommendations, instructors frequently base the recommendations on the section in which the student was located and not on individual growth and development within the program. Obviously the techniques used with the traditional intake and scheduling programs need to be revised if the CETA instructor is going to be successful in meeting the individual needs of his clients.

CETA Programs

In many instances these clients will possess deficiencies which will hinder program development and completion. Unlike the traditional education programs where student shortcomings and weaknesses can lead to failure, the CETA program has a different approach. If a CETA client is found to be deficient in a number of areas, the CETA counselor can arrange for the client to enter a series of remedial or prerequisite skill training programs. Specific programs can be developed which will help eliminate many of these deficiencies. (See monograph No. 6 of this series for more information concerning these programs.)

It is important to remember that in CETA program intake and assessment occur before any actual skill development training program is started. This is the result of the philosophy that it is not enough to provide a client with only skill training. Rather, the total individual must be developed so that not only can he/she become competent workers within a specific occupation, but more importantly the client is able to function as a productive member of society.

While this intake and assessment approach requires additional effort, it is perceived as time well spent. CETA clients are given free access to counselors throughout their entire program and are given the opportunity to meet with counselors on a crisis basis, if necessary. This freedom enables counselors to address immediate problems and concerns, thus reducing the potential drop-out rate associated with many other skill training programs. While the role of the counselor is extremely important, counseling occurs in other areas as well. It is for this reason that each instructor becomes familiar with the intake and assessment process. Familarity with these two processes, permits the instructors to identify, in advance, potential problems a specific client may have which may prohibit successful program completion. (For additional information concerning counseling, see monograph No. 1 of this series.)

Program Length and Measures of Achievement

Traditional Education Programs

Traditional education programs involving the participation of in-school youth have a number of disadvantages. The primary disadvantage of these programs is being forced to work within an existing school year. Since programs are designed to provide in-school youth with essential skill training and the high school diploma, they are operated for 180 days. Furthermore, since many of the in-school youths choose to enter a skill training program in their sophomore year, they are usually designed to be three years in length. While it may not take three years to prepare an individual to become an auto mechanic, the instructor in traditional education designs programs that will last the students through their sophomore, junior, and senior year.

Another characteristic of traditional education programs is the concept of fixed time. The in-school youth entering a program during the sophomore year knows that high school graduation

is still three years away. With the high school diploma serving as the focal point, these youths soon develop an attitude that it is not important to demonstrate essential trade skills at the earliest possible moment, as they would have to remain in school to complete the academics required for the high school diploma. As a result, it would not be uncommon to enter an in-school youth program and ask the question: "How much time do you have left in the program?" and be answered "two more years" or "three more years."

Related closely to fixed time is another characteristic commonly referred to as "progression based on school years." The instructor knows that students will be with them for a predetermined period of time, so advancing the students at a faster than normally prescribed rate is of little value. The instructor can easily determine the yearly content of the three-year program by identifying what the student should have completed, and teaching only one third of the total course content within any one year. In this way the instructor has insured that by the end of the year, the essential or required amount of program content will have been reached. A disadvantage to this type of approach is obvious.

One final disadvantage recognized with a traditional education program is that the future of the individual student is never identified. The primary reason is because the students themselves know that the future is already planned. They know that if they are sophomores they must attend school for at least another three years. Seldom do they try to identify what the future holds for next week, two weeks, one month, or, unfortunately, even tomorrow. As a result, they never really know where they are heading on a day to day basis. They never question and they never suspect. Why should they? They must still

graduate before they have to worry. The disadvantage with this approach is that students have a difficult time of identifying how what they are learning today will be of value or importance to them tomorrow. Consequently, they meander through a program not knowing where they are heading or what they are doing.

With a predetermined program length it is sometimes difficult for the instructor of the traditional education program to develop a curriculum based on anything but vague, broad objectives. These objectives are stated broadly, not only because of the lock-step for fixed school years, but also, and more importantly, because these programs often prepare students for a total occupation. For example, instructors of many of the traditional education programs maintain that their students are preparing to become auto mechanics, carpenters, plumbers, or electricians. Should there be a surplus of auto mechanics, carpenters, or plumbers when these students graduate, they may not be able to find jobs. Consequently, graduates will flounder in the labor market searching for a position in an occupation in which no openings exist. To these students-and the taxpayers who have supported the financial obligations of these programs-the efforts exhibited by many instructors will go unnoticed and, in many instances, will be viewed as being wasteful. This especially is true if the accountability of the program is tied to placement. As a result, it would not be uncommon to find programs abandoned and instructors without jobs.

Another disadvantage of preparing only for occupations is that students are forced to meet the same goals and objectives regardless of individual capabilities. This is ironic since all too frequently instructors will tell you that not all students who enter their classes have the ability to successfully complete the program. An electricity instructor may be able to identify three or four students within a class that do not have the

capabilities, or the ability, to become a competent electrician. With no other employment options available, these students will either become failures or marginal completers at best. Furthermore, once these marginal students have graduated and seek employment their employment status will be questionable. They may be able to obtain that initial entry level job, but their low, or poor, occupational skills may be such that they are almost immediately fired. This serves as poor public relations for both the school program and the instructor. Severe psychological frustrations can also affect students who feel that their lives have been wasted.

CETA Programs

Unlike the fixed time traditional education programs, CETA sponsored programs use a variety of techniques to enhance their success. As CETA clients are either out-of-school youth or unemployed adults, these programs are not forced to comply with the constraints of the academic year calendar. The time is important in CETA programs only as it effects client stipend, not program completion. Successful program progression and completion is based on the client meeting predetermined essential occupational competencies. These competencies are stated in specific objectives, so the client knows immediately what is expected for program completion. Since these programs are not tied with a fixed academic year the client knows that he/she can complete a program at any time, providing he/she can demonstrate essential trade competencies to the instructor's satisfaction.

By identifying specific objectives in advance, the client knows at all times what lies ahead. He/She know what it is he/she will be doing tomorrow, the next day, the next week, the next two weeks, and the next month. By knowing what lies ahead, clients are motivated to understand and learn what they are doing

today. They can see how the skills and knowledge that they are obtaining in a day to day basis will help them in the future. Consequently, it would not be uncommon to ask a CETA client what it is that he or she was doing and have him/her tell you specifically what it was he/she was doing and the degree of competence that he/she must be able to demonstrate to satisfy his/her instructor. Also the client would be able to respond to a question like "How much longer do you have in this program?" Unlike their in-school counterparts, the CETA clients would be able to show objective by objective how much longer they would have to spend in the program and what they would be doing during the time remaining.

The performance objectives used in CETA training programs are identified to the instructor through the use of the task analysis survey. This survey provides the instructor an up-to-date program. A task analysis using local employers in the immediate labor market area identifies for the CETA instructor what it is the client must be able to do to gain entry level employment, and how well the client must perform each skill. By identifying specified performance objectives related to each of the trade programs, both the CETA instructor and the CETA client is insured that the training is relevant and will be successful in helping him/her gain unsubsidized employment. (A more detailed explanation of the concept can be found in monograph No. 5 of this series.)

Another major characteristic of CETA programs not usually found with in-school youth programs is the concept of spin-off jobs. Unlike the traditional education programs that prepare only for occupations, CETA instruction prepares clients for a number of different jobs. For example, instead of using an auto mechanic program to prepare only auto mechanics, the CETA training provides the client with a number of different options.

He/She may choose to become a tune-up specialist, a brake specialist, a front-end alignment specialist, or a parts room attendant. Options are extremely important when dealing with CETA clients having varied background characteristics and different abilities. Unlike the traditional in-school youth instructor who recognizes that students may have different abilities but does nothing about them, the CETA instructor recognizes that not all clients may have the ability to successfully complete a program. Instead of relegating these individuals to being either marginal workers or forcing them to drop out of the program due to frustration and/or low grades, various options are made available to CETA clients permitting them to be successful in some spin-off job. The CETA instructor must be sure that actual employment opportunities exist within the local labor market area for the various spin-off jobs in which he or she is training. Without this guarantee it would be of little value for the CETA instructor to train for spin-off jobs that did not exist.

Another advantage associated with spin-off jobs is placement. By preparing a client for various spin-off jobs, the CETA instructor has the unique opportunity to bring positive recognition to this program. Instead of graduating 15 auto mechanics, the CETA instructor now has the ability to place clients in a number of different areas, thus helping to increase their chances of gaining unsubsidized employment. The CETA client has the unique opportunity to look for a variety of jobs, providing the client is qualified and competent.

Class Organization/Management

Traditional Education Programs

The philosophy and nature of traditional education programs mandates that the organization and management of these classes be relatively simplified or lock-step. All students are required to take identical courses to complete the program. Courses are

arranged so that one course becomes a prerequisite to another. For example, an auto mechanics student in a traditional education program would be required to complete Basic Engine Tune-up I before being permitted to take Advanced Engine Diagnosis. In this manner, the organization and management of the program becomes simplified, scheduling is easier, estimates of successful class participants becomes more accurate, and facilities scheduling and maintenance becomes easier.

Unfortunately, by having all students take the same courses it becomes easy for the courses to become static. That is, the content remains the same since the instructor must be sure that all students receive the information and develop the skills that will be necessary for them to successfully complete not only their course but courses which follow. As a result, sequences cannot be interrupted. A student cannot take a course out of sequence and, more importantly, individual preferences and desires relating to course content cannot be met. While a student may have an interest in further exploring a component to a particular course, the fact that the student must take the follow-up course precludes individual exploration.

We can see from these examples that the management and organization of a traditional education program becomes fixed. There is no questioning; there is little if any modification. The threat of course modification becomes extremely important since it cannot be done in isolation. An instructor does not really have the freedom to modify their course without first meeting with instructors of other courses to make sure that their courses are modified accordingly. Since course modification in one area will drastically affect student performance in the remaining courses in the program, one course change mandates that all courses be changed.

CETA Programs

Recognizing the inherent weaknesses of the lock-stepped course approach, CETA specialists have taken a different approach. Their approach involves the use of "related experiences" clusters. In this concept, the CETA client is not given a program of studies based on sequenced individualized courses. Rather, the client is scheduled into a program that provides a variety of experiences relating to an occupational cluster. The courses comprising the cluster are designed to be open-ended and lead to a spin-off job. Using this type of curriculum structure enables the CETA client to become technically competent in a variety of spin-off jobs, thus increasing employment potential.

An example of this type of curriculum structure can be seen easily in the automotive mechanics occupation. Instead of having all clients strive to become auto mechanics they have the opportunity to build flexibility into their program of studies. While the program may be designed to prepare entry level automotive mechanics, the potential spin-off capabilities allow for early placement and program completion. All CETA clients would be provided the opportunity to experience a number of different situations involving each spin-off job. Successful completion of each of these components is not required for program completion. Consequently, if a CETA client is competent as a tune-up specialist but appears to be having some difficulty in demonstrating competence in the area of front-end alignment, the client may choose to specialize as a tune-up specialist. In this approach failure in any one of the particular spin-off job areas does not mandate total program failure and client elimination.

We can see that this type of curriculum design greatly increased the options made available to the CETA client. CETA

clients could now have a variety of related options available to their initial area of occupational interest. Those clients that did not have the ability to successfully complete the entire program still could obtain skills that would enable them to obtain unsubsidized employment. This technique is drastically different from the one that was used by traditional educators. The primary advantage of the cluster of related experiences approach is that it greatly increases the options available not only to the CETA client but also to the CETA instructor in placement efforts. In this type of curriculum design, courses are sequenced based on individual client needs. Clients having deficiencies in some particular area of the spin-off job area are permitted the opportunity to spend additional time mastering essential skills needed for successful program completion.

Employability/Skill Training

Traditional Education

Traditional education instructors have approached skill training in their own way. Their philosophy toward skill training involves a primary emphasis in teaching and testing only trade skills. The traditional education instructor spends considerable time trying to identify only those occupational skills perceived to be important to insure that graduates can gain an entry level position. It would be foolish to argue that master of essential trade skills is not important to occupational success, but other factors must also be considered.

Today's society is sophisticated and complex. Workers must be both trade competent and, able to function with other members of society after their working hours. Many traditional education instructors assume that social skills and other important skills related to the trade will be taught by instructors other than themselves. The traditional education instructor assumes

that essential reading, mathematics, and social skills will either be brought to them by the student or will be taught to these students by teachers from other disciplines. This, in turn, allows more time to insure that program and content within the program is designed entirely around trade or technical competence.

Our past record has shown that this has not always been the case. It would not be uncommon to find many in-school youths deficient in essential reading or computational skills. Part of this problem is the result of ineffective classroom situations in which the students find themselves. Nonetheless it must be recognized that if the in-school youths do not have the essential social and technically related skills, the skill training thay they receive will be of little value for job advancement.

CETA Programs

While skill training is a very integral part of the CETA program, these instructors go one step further, by including the concept of employability training. The importance of employability training is that it recognizes that technical competence is not the only skill needed for employment.

The diverse composition of the contemporary CETA client, however, mandates that employability training design and intent is not uniform. The flexibility involved in the employability component insures that individual client needs are met, thus increasing the potential of future occupational success. A review of some of the more common components associated with employability training will give us some understanding of how this component becomes an integral part to individual skill training and development.

One phase of the employability component is personal hygiene. Clients are made aware of the importance of hygiene and the effect

good grooming has on their personal health. Personal hygiene may include body care, dental care, health and physical checkups, and the basics of good grooming. The purpose of this phase of the employability component is not so much in personal development as it is to exposing CETA clients to the basics of personal hygiene and the effect that poor hygiene can have on their future potential of employment.

Related to hygiene is a second component that would involve dress. Many CETA clients currently enrolled in skill training programs come from needy families. The amount of clothing and the condition of the clothing may in some instances be poor. It is important that the CETA client know the impact of the initial appearance on their potential employer. The particular type of clothing worn will tell the employer a lot about the client. While it is not necessary that all CETA clients have both new and expensive clothing, it is important that they know how to properly dress when both interviewing for a position and when reporting for the first day of work.

Many different techniques can be used to stress this important point to the CETA clients. One technique would be to have a work dress day. On this day each CETA client would be asked by their respective instructors to come to their shops dressed as they would if they were actually going to work. Clients gain some understanding as to not only the type of clothing that will be appropriate for their particular occupation, but also obtain feedback from their peers and the instructor concerning their appearance. Should a CETA client be preparing to become a receptionist, it would be inappropriate to come to work dressed in jeans and a T-shirt. This may be the only type of clothing they can currently afford, but, they must be made aware that the very nature of the receptionist duty requires something other than blue jeans.

A third segment of the employability programs would involve showing the CETA client how to complete an application for employment. All have completed an employment application at one time. Depending on previous experience in completing these applications it may have been very difficult. It is important that CETA clients understand how to properly and accurately complete an employment application if they are to pass this first hurdle for employment. CETA clients, not knowing how to complete an employment application, have greatly reduced chances in seeking employment. Unfortunately, there are probably as many different types of employment applications as there are businesses and industries requiring them. Obviously, it is impossible for CETA instructors to obtain copies of all employment forms for their CETA clients. Rather, it is only important that the CETA client becomes familiar with a representative sample of employment applications and is shown by the CETA instructor how to complete it properly.

Another segment of the employability training component would be the interview. In many instances, after the client has completed an employment application, the client will be required to interview with a mid-level management individual or a line supervisor. This interviewing process is extremely critical in that it permits the employer to obtain additional information that was not requested on the employment application. Unfortunately, many CETA clients do not possess the skills necessary for a good impression during the interview process. As a result, it is extremely important that the CETA instructor prepare the client for this phase. One successful technique that has been used is a mock interview. The CETA instructor selects a client who plays the role of an employer and interviews a fellow client who is going out for a job interview. The client not only gains

experience from an interview process but also receives feedback from his instructor and his peers. As a result of this mock interview, the CETA client is made aware of any shortcomings or deficiences that could have a negative impact on being hired.

The concept of work habits/conduct is also an important segment of the employability training component. The CETA client must know the importance of being punctual and dependable for his employer. It is of little value to be extremely skilled in a particular trade area if numerous days are lost due to "sickness" or being late. It is important to remember that the employer must be able to depend upon his employees. If they are frequently late or fail to show up for work the employer loses money. The degree of trade skills that the client possesses is of little value since the client is not there to demonstrate these skills. Consequently, it is extremely important that the CETA client be made aware of his commitments and obligations to his employer. Without commitments on the part of the worker, the job currently held in all probability will be lost.

Summary

Unique differences exist between the traditional education program designed primarily for in-school youths, and the CETA skill training programs, designed either for out-of-school youths or unemployed adults. These differences are in the areas of instructional methods, intake and client scheduling, program length and measures of achievement, class organizations, class organizations, class management, program designs/delivery, and employability skill training. While these differences may be due in part to the physical facilities of both types of programs and external influences, it is important to remember that because of the very nature of the clientele receiving services from these

programs, that they not be duplicated. To implement the traditional education approach to skill training with a group of CETA clients would be disastrous. These clients' needs, strengths, and weaknesses mandate that unique programs be provided and made available to them. Failure to recognize these needs completely defeats the true purpose of CETA training and client development.

Suggested Readings

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